

Georgia's Pre-K Quality Assessment Self-Study

A Guide for Program Growth and Improvement



Georgia Department of Early Care and Learning

Introduction

The Pre-K Quality Assessment (PQA) Self-Study is designed to assist Pre-K staff in identifying areas of strength and weakness in the instructional program. Teachers, principals and program administrators can use this tool to improve, monitor and maintain program quality. You may also use this information to guide classroom purchasing decisions and to request technical assistance from your Pre-K Consultant.

The PQA Self-Study is divided into three areas: Physical Learning Environment, Instruction and Curriculum, and Transition and Family Involvement. Section A (Program Administration) of the PQA used in the evaluation of your program by Bright from the Start: Georgia Department of Early Care and Learning (Bright from the Start) is not included in this Self-Study.

Scoring

Not Met (NM)	Any indicator under Partially Meets is missing
Partially Meets (PM)	All Partially Meets indicators are met
Meets (M)	All Partially Meets indicators and all Meets indicators are met
Exceeds (E)	All Partially Meets indicators, all Meets indicators, and at least half of the Exceeds indicators are met

Definitions

Accessible: Materials are located within the learning areas or in the classroom within easy reach of the children. Children can freely choose to use materials without asking for teacher permission or assistance.

Available: Items are easily brought out for children's use for specific activities or to expand children's play.

Materials are rotated: There are additional materials that are added to centers and/or switched with current materials. While most materials should be present each day to encourage in-depth exploration, some materials should be rotated periodically to expand children's learning experiences. Reintroducing familiar materials can also inspire new uses. Teachers should be mindful of boredom, loss of interest, new interests, and frustrations. You can visit your local library or Child Care Resource and Referral Agency for additional books and materials for rotation.

Adequate: Refers to the recommended number of items listed on the Pre-K Basic Equipment, Materials, and Supplies Inventory list. Children are often eager to use materials immediately, and taking turns is often difficult for them. Having multiple sets of popular materials will help with classroom management issues. Children who are working with the same materials are more likely to compare and share observations about their experiences.

Reading and Writing Materials: Teachers support the development of reading and writing skills by creating an environment that actively involves children in meaningful literacy activities. Activities using print should occur throughout the instructional day during large group activities, small group activities, and independent play. A "print-rich environment" incorporates books, all types of writing materials, lists, charts, language experience activities, samples of writing efforts, and center props that promote reading and writing. It is recommended that materials for writing and reading should be included in each of the classroom learning areas. Reading materials placed in various areas should be age-appropriate and relevant to the learning areas in which they are placed (mathematical concept books in the Math/Manipulative area or science related books in the Science area). *Refer to the resources titled "Pre-K Literacy in Each Area," "Writing Center Ideas," and "Reading and Writing in Pre-K" located in the Pre-K >> Teachers >> PQA Resources section of the Bright from the Start website at www.decal.state.ga.us.*

Please note: Items included in parentheses are examples.

Clarifications

The clarifications from the PQA are imbedded in this document. The complete clarifications are available on our website.

Completing the PQA Self-Study

We do not recommend that you complete this self-study in a single day. It will be more effective to take a few items at a time. Go through the items you've decided to focus on and score each one. If the score is Not Meets or Partially Meets, use the space under Growth Plan in the Self-Study to make notes on items that need to be modified, whether repairing classroom materials or sending a notice about an upcoming classroom event to families. Then assign responsibility for each item and the date it should be completed. We also recommend that you use the PQA Self-Study with the PQA On-line Learning Module. For more information about the on-line module, please contact your Pre-K Consultant.

This is also a great tool to use if the score is Meets and you want to raise the score to Exceeds.

Additional resources to help your program exceed quality standards can be found on our website, www.decal.state.ga.us.

Section B: Physical Learning Environment

B1. The classroom is arranged into clearly defined learning areas that are equipped with appropriate learning materials and supplies that enhance children's growth and development.

Learning materials and supplies that enhance children's growth and development	
Partially Meets <ul style="list-style-type: none"> <input type="checkbox"/> The room arrangement supports an appropriate instructional environment. Appropriate learning centers should be established and the setting should promote and motivate children's learning and be welcoming, inviting, and inspiring. The classroom should have adequate space for children to move freely, but without large empty spaces that could cause children to run or tumble. <input type="checkbox"/> Materials are accessible to the children. <input type="checkbox"/> Materials and furniture are in good repair. The equipment is not broken, pieces are not missing, and the furniture is not torn or broken. <input type="checkbox"/> Learning areas are clean and well lit. <input type="checkbox"/> Quiet and noisy areas are separated. <input type="checkbox"/> The classroom is organized and uncluttered. The classroom and materials are expected to be organized and stored neatly. Materials and shelves should be labeled appropriately. Teacher storage should not take up a large percentage of classroom space. 	Growth Plan Action(s): Materials needed: Questions I need to ask/Clarifications I need:
Meets <ul style="list-style-type: none"> <input type="checkbox"/> Learning areas are changed to reflect current topics and interests. It should be evident that the materials in the classroom learning areas/centers are changed each time the current topic or interest changes. Changes to the learning areas should be included in or with lesson plans and should be evident in the learning areas of the classroom. <input type="checkbox"/> A protected space is accessible for one or two children to work or play without interruptions. Think of this space as a "retreat" space. Ideas include but are not limited to a designated protected area, a sign a child uses to define a "no interruption" space, a classroom practice of honoring requests of children to be alone, a small table set up with one or two chairs, a space set up with a music player and headphones, transparent fabric (netting, organza or tulle) draped from the ceiling, a large box or small corner with pillows, rugs, stuffed animals, and writing materials. The protected space does not have to be a stationary classroom space (hula hoop or stop sign could be used). The protected space should not be used for discipline. It must be evident that the protected space is being used appropriately in the classroom and is not included in a learning area where disruptions and regular classroom play might occur. The art easel, book area, writing table, listening area, computer and sensory table are not examples of a protected space. <input type="checkbox"/> Centers are arranged for independent use by the children. Children are able to see materials in the center areas and can make choices for their play independently. Shelves should be low and materials organized. Learning materials and shelves should be labeled appropriately. Learning areas and equipment should be set-up and ready for use (lid removed from sensory table, tape player for listening area has a power source and is ready for children to use, art easel supplied and lids from paint cups removed and brushes placed in paint cups). Children should not have to ask adults to hand materials to them. 	Person responsible: Target date for completion: Date of completion:
Exceeds <ul style="list-style-type: none"> <input type="checkbox"/> Boundaries are established for each learning area. Boundaries should be established by using shelving, rugs, tables, or other visible barriers. <input type="checkbox"/> More than one protected space is accessible in the classroom. <input type="checkbox"/> Diversity is reflected in the classroom learning areas and materials. It is important that the classroom materials reflect the diversity of the students' home and communities, represent varying populations of the world, and represent various disabilities and generations. Please note these items are in addition to already required items in the PQA. (Examples are found on Clarifications) 	
Self Study Score: Not Met. Partially Meets. Meets. Exceeds	Desired Score: Partially Meets. Meets. Exceeds

Additional Notes:

B2. The classroom display reflects the children's interests and activities.

Partially Meets	Growth Plan
<input type="checkbox"/> Children's creative efforts are displayed in the classroom. <input type="checkbox"/> Children's creative efforts are displayed at varying levels. <input type="checkbox"/> Displayed work includes a variety of media. There should be at least three types of media (paint, markers, crayons, glued collage, clay creations) in the displayed work.	Action(s):
Meets <input type="checkbox"/> The majority of the display in the classroom reflects children's unique and individual expression. There should be unique and different student work in the display. The majority means more than 50 %. The children should have selected the subject and materials and completed the work in their own creative way without teacher direction. Dittos, worksheets, teacher directed work, and patterned artwork cannot be counted for this indicator. <input type="checkbox"/> The children's creative efforts are displayed throughout the classroom. <input type="checkbox"/> The items displayed in the classroom are current and are changed regularly. The edges of the paper are not curled, and the paper is not torn or faded. The dates on items in the display are from within a period of time ranging from the present to no more than six weeks ago.	Materials needed:
Exceeds <input type="checkbox"/> The classroom display reflects the current topics and children's interests. Items in the display should reflect activities that have occurred recently. Examples might include pictures from a recent field trip or a special visitor, children's displayed work related to a current topic or interest, a sign welcoming spring, posters of a related topic, or dictations on children's work. <input type="checkbox"/> Pictures of the children and/or families are displayed in the classroom. <input type="checkbox"/> Children select the location to display their work. Children are able to independently choose the location to display their work. Children are able to hang their work independently because the classroom has tape or clothespins accessible to encourage children to post their work. <input type="checkbox"/> The classroom display includes charts and/or stories of current activities. The purpose of these charts is to support literacy development. They can include stories that the children create as a class, recalling events of a recent field trip or special event that occurred during Pre-K. Charts, graphs, and stories should include pictures and symbols as well as print.	Questions I need to ask/Clarifications I need: Person responsible: Target date for completion: Date completed:
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

B3. The Language and Literacy area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.

Partially Meets	Growth Plan
<ul style="list-style-type: none"><input type="checkbox"/> The reading area is cozy and inviting. The area should be inviting to young children and include some type of softness such as pillows, soft furniture, or stuffed animals. The area might also include rugs and lamps. This area should change throughout the year to keep children's interest.<input type="checkbox"/> Children's appropriate literature is accessible. There is a variety of books to meet the varying literacy levels of students. This can include books with very few or no words per page, 1-2 paragraphs per page, or books with short sentences for emerging readers.<input type="checkbox"/> At least one book per child is displayed in an orderly manner. All displayed books and books on shelves should be neatly organized. Front covers of books should be facing out and right-side up.<input type="checkbox"/> Additional books are available for rotation.<input type="checkbox"/> Language and literacy props are in good repair. Language and literacy props are materials placed in various learning areas to promote language development such as flannel board and stories, big books, telephones, dolls, large plastic animals, teacher-made games, puppets, class-made books, wooden or plastic people, or walkie-talkies. These items should be clean, unbroken and contain all pieces.	<p>Action(s):</p> <p>Materials needed:</p>
Meets	
<ul style="list-style-type: none"><input type="checkbox"/> A listening area with books and corresponding tapes is accessible. The listening area should be set up and ready for children to use, complete with a minimum of two books with corresponding tapes, and headphones. Listening materials in closed boxes, headphones not plugged in, or tape players with no power source are not considered accessible.<input type="checkbox"/> The flannel board and flannel board stories are accessible. The flannel board and a minimum of two stories should be accessible, set-up, and ready for children to use. Stories should be stored separately and individually. Using a magnetic board and magnetic story pieces can also meet this indicator. Having just pieces of flannel, letters, or numbers does not meet this indicator. Flannel board stories should be familiar to the children so they can practice retelling and sequencing stories. Credit will be given for this indicator for any flannel board pieces of literature that can be retold in a sequence (nursery rhymes, familiar stories, books).<input type="checkbox"/> A writing area is accessible with a variety of materials that address differing developmental levels. A writing area should be established (separate from your art area) and accessible daily. The writing area should include a variety of paper (unlined and primary ruled), a variety of writing instruments in a variety of sizes (fat and thin markers, crayons, pencils), word cards (with words <u>and</u> icons/pictures/ photographs), name cards (children in the class), stencils (letters, numbers, shapes, animals), stamps and stamp pads, and real and found materials (envelopes, note pads). The area should be inviting and kept interesting by rotating materials and adding fun and unique writing tools and paper. Children will begin to learn that writing is for functional reasons (to communicate an idea, remember to do something, or give directions).<input type="checkbox"/> Various literature types are accessible. To meet this indicator at least 5 of the types of literature must be accessible. Types of literature to include: fantasy, non-fiction, wordless, repetitive, informational, rhyming, predictable, familiar sequence (numbers, days of the week, months of the year), repetitive phrase, cumulative, chain/circular, and question and answer.<input type="checkbox"/> Various cultures, abilities, ages and races are represented in the accessible reading materials. To meet this indicator at least 2 books representing any two of the following types must be accessible: various cultures, ages, and races must be present in the accessible reading materials. Some examples might include books that represent babies, the elderly, adults and children with disabilities, and people of different races and cultures. These books and types should be rotated throughout the year.<input type="checkbox"/> Books related to the current topics are accessible in order to expand children's interests and vocabulary. These books should be accessible to the children.<input type="checkbox"/> Books are rotated to maintain children's interest.	<p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>

B3. The Language and Literacy area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover. (Continued)

<p>Exceeds</p> <ul style="list-style-type: none"> <input type="checkbox"/> Books made by individuals and groups of children in the class are accessible. <input type="checkbox"/> Language and literacy props related to the current story or topic of study are accessible. <input type="checkbox"/> Additional language props are available. Additional language props can include: flannel or magnetic board and stories, puppets (hand, stick, finger), story mitt or apron, big books, books on tape, props to dress like characters (masks, ears, noses, clothing, costumes), puppet stage (made or store bought). <input type="checkbox"/> Materials are accessible to enhance children's understanding of the alphabetic principle. Materials can include letter puzzles, alphabet books, displayed alphabet, word cards, labels with pictures and words, letter stamps/stencils/sponges, alphabet games (bingo, lotto, matching, dominos, interlocking cubes, wood blocks), letter tiles, magnetic/flannel letters, computer keyboards, typewriters. <input type="checkbox"/> Language and literacy props are rotated. <input type="checkbox"/> Books are available for children to check out, take home and return. 	<p>Action(s):</p> <p>Materials needed:</p> <p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
<p>Self Study Score: Not Met, Partially Meets, Meets, Exceeds</p>	<p>Desired Score: Partially Meets, Meets, Exceeds</p>

Additional Notes:

B4. Math materials and activities are provided for children to be able to explore, manipulate, investigate and discover.

Investigate and discover:	
Partially Meets <ul style="list-style-type: none"> <input type="checkbox"/> Various types of puzzles are accessible that address differing development levels. For credit for this indicator at least 5 puzzles must be accessible with at least 3 types represented. A variety of types of puzzles should include differing levels of ability such as knobbed or wooden puzzles, puzzles with various numbers of pieces, and floor puzzles. The variation of puzzles should be reflective of the group of children enrolled and will vary throughout the year as children's learning progresses. <input type="checkbox"/> Manipulatives include materials for counting, sorting, recognizing shapes, and hand/eye coordination. <input type="checkbox"/> Enough manipulatives are accessible for small group activities. There are enough manipulatives for each child to fully participate in small group activities. Small group has been defined as 2 to 8 children. <input type="checkbox"/> Materials are complete with all necessary components. <input type="checkbox"/> Materials are organized, uncluttered and in good condition. 	Growth Plan Action(s): Materials needed:
Meets <ul style="list-style-type: none"> <input type="checkbox"/> Materials are stored in clear containers or containers with labels. <input type="checkbox"/> Real/found materials are included in the area. More than one real and found material must be accessible in the learning area. Some examples of real and found math materials can include bottle tops or buttons for children to count and sort, dominoes, or beans for counting.. <input type="checkbox"/> Materials are accessible to provide opportunities to measure length, weight and time. A minimum of one material for each category (length, weight, and time) must be accessible in a learning area. Materials to measure length, weight, and time include scales, balances, rulers, tape measures, hour glasses, stopwatches, or kitchen timers. 	Questions I need to ask/Clarifications I need: Person responsible:
Exceeds <ul style="list-style-type: none"> <input type="checkbox"/> Math activities are included as a part of the daily routine. Some math activities can include counting the number of children present, setting the table (counting supplies needed), counting steps it takes to get from point A to point B, one to one correspondence, patterning (calendar, hand claps, children, etc), tallying how many children are playing in each center area, and sorting groups of children based on gender, clothes, shoes, hair. Rote/drill activities will not meet this indicator. <input type="checkbox"/> Activities to teach time concepts are included as part of the daily routine. Time concepts can be represented by games that have the children starting and stopping on a signal; discussing yesterday, today, and tomorrow; discussing what comes next; or using timers in the classroom. <input type="checkbox"/> Materials are rotated to maintain children's interest. <input type="checkbox"/> Reading and writing materials are included in the area. <input type="checkbox"/> Informational books that include mathematical concepts, such as counting, are read at group time. 	Target date for completion: Date completed:
Self Study Score: Not Met. Partially Meets. Meets. Exceeds	Desired Score: Partially Meets. Meets. Exceeds

Additional Notes:

B5. The Dramatic Play area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.

Partially Meets	Growth Plan
<input type="checkbox"/> The area is large enough to accommodate several children. The area provided for dramatic play should be large enough so that several children playing can be active and noisy without interrupting other activities. Typically, the dramatic play area is one of the largest in the classroom and can accommodate up to five or more children. <input type="checkbox"/> Materials are organized for easy accessibility and clean-up. <input type="checkbox"/> A full length mirror is included with dramatic play materials.	Action(s):
Meets <input type="checkbox"/> Dolls representing various populations of the world are accessible. <input type="checkbox"/> Doll accessories are accessible. Doll accessories can include high chairs, doll beds, blankets, bottles, bibs, feeding bowls, infant spoons, or diaper bags. <input type="checkbox"/> An adequate supply of quality dress-up clothes that includes clothing worn by both men and women is accessible. Dress-up clothes should be organized and visible so children can see their choices. Some (four to five choices are required) of the dress-up clothes should be hung so children can clearly see their choices. Clothing choices should be rotated to maintain interests throughout the year. Additional clothing choices can be stored in drawers or in storage bins or tubs if they are neatly sorted and organized and clearly labeled with words and pictures. Clothing choices should include a variety of items with which children (both boys and girls) can identify as a part of their everyday lives. Other examples of quality clothing items could include fantasy costumes and clothing items (story book characters), community worker outfits (mail carrier, doctor, fire fighter, police officer), fancy dress-up clothing items (sequin dresses, suits, dressy hats, gowns), attire that is reflective of cultures (African dashiki and kufi or wrap hat, Latino shirt with serape, Native American attire), and work attire (overalls, suits, dress-shirts, dress jackets, uniforms from local businesses). <input type="checkbox"/> Real and found materials are included in the learning area. <input type="checkbox"/> Props and accessories for at least two different themes are accessible. Each accessible theme/prop box should have an adequate number of props to foster meaningful play experiences and the intended theme. Props should be stored in boxes, baskets, or containers and should be clearly labeled with words and pictures and/or be visible to the children. Examples of themes/prop boxes might include birthday celebrations, picnic, flower shop, or office.	Materials needed: Questions I need to ask/Clarifications I need: Person responsible: Target date for completion: Date completed:
Exceeds <input type="checkbox"/> Props are rotated to maintain children's interest. <input type="checkbox"/> Multiple settings are provided in the dramatic play area throughout the year. Credit for multiple settings occurs when there is a transformation of an area into a new setting. Some settings which could be recreated are restaurants, offices (post office, doctor/dentist, vet, business), stores (grocery, bookstore, pet), or a campground. It is acceptable to set up a dramatic play setting in another part of the classroom. All materials to which the PQA refer must remain accessible. <input type="checkbox"/> Environmental print is included in the area. Environmental print is encountered in the context of everyday life. Some examples are company logos, menus, coupons, real food labels and containers, food pyramid, phone books, restaurant items, catalogs, junk mail, or signs that relate to topic of study. <input type="checkbox"/> Reading and writing materials are included in the area.	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

B6. The Art area is equipped to provide many opportunities for children to explore, manipulate, investigate and discover.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Basic items such as crayons, markers, paper, scissors and glue are accessible. <input type="checkbox"/> Various items for collage making are accessible. There should be a minimum of four choices of different types of collage materials accessible. Collage materials should be separated by type and sorted in an orderly fashion. Some examples of collage materials include buttons, beans, feathers, craft sticks, glitter, or fabric pieces. <input type="checkbox"/> The center area is organized and orderly. <input type="checkbox"/> The art easel is supplied with paint and paper and accessible daily. To meet this indicator, paint cups should be full (with a variety of color choices) and developmentally appropriate sized painting implements (brushes, rollers) included with the paint cups. Easel paper (18"x24") should be hung on the easel or easily accessible for children to hang on the easel independently. The easel, paint, painting implements, and paper should be prepared daily and clearly visible to children as a choice prior to center time. 	<p>Action(s):</p> <p>Materials needed:</p> <p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
Meets <ul style="list-style-type: none"> <input type="checkbox"/> Materials for three-dimensional creations are accessible. There should be more than one type of material accessible for creating three-dimensional artwork. Some examples of three-dimensional materials could include play dough or clay along with the tools for modeling, molding, and making impressions (bowls, dowels, toothpicks, kitchen utensils, plastic letters and numbers, cookie cutters, buttons and beads); cardboard or plastic tubes; wood pieces; boxes and cartons in all shapes and sizes; empty thread spools or film canisters. <input type="checkbox"/> Various types of paper are accessible. To meet this indicator at least 3 different types of paper must be present. Different types of paper might include newsprint, wallpaper, tissue, construction, drawing or sketch paper, or manila drawing paper. <input type="checkbox"/> Smocks or cover-ups are accessible. <input type="checkbox"/> A table is located in the art area. 	
Exceeds <ul style="list-style-type: none"> <input type="checkbox"/> There is a place for children's work to dry. <input type="checkbox"/> A source of water is nearby. <input type="checkbox"/> Reading materials are included in the area. Books related to art should be included in the area. Magazines, newspapers, or other items used for collage materials will not be counted for this indicator. 	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

B7. The block area is equipped to provide many opportunities for children to explore, manipulate, investigate, and discover.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> The area is large enough to accommodate several children. There should be enough space for several children to build and create structures without their play being interrupted. Typically, the block area is one of the largest in the room and can accommodate up to five or more children. Block play is often loud and active and the area should not be located where other play nearby will be disturbed. <input type="checkbox"/> An adequate number (minimum of 250) of unit blocks are accessible for several children. A minimum of 250 unit blocks must be present to meet this indicator. Unit blocks are wooden and include shapes such as rectangles, squares, triangles, and cylinders. <input type="checkbox"/> An adequate number of hollow blocks (minimum of 30) are accessible for several children. A minimum of 30 hollow blocks must be present to meet this indicator. Hollow blocks are large and wooden. <input type="checkbox"/> Blocks are organized and sorted according to type. Unit blocks should be stacked on shelves and sorted by shape and size. Blocks should be organized neatly so children are invited to use them independently and are able to clean up on their own. This arrangement helps children to develop and practice the skills of sorting and stacking. The majority of unit blocks should be stacked on shelves and not in bins or tubs to be given credit for this indicator. 	<p>Action(s):</p> <p>Materials needed:</p> <p>Questions I need to ask/Clarifications I need:</p>
Meets <ul style="list-style-type: none"> <input type="checkbox"/> Block props and accessories are included in the block area. The block area must include two or more types of props. Types of props for the block area include small and large vehicles, animals, people, traffic signs, train tracks and trains. <input type="checkbox"/> The block area is located away from traffic patterns. The area should be located in an area of the room where traffic patterns will not disturb block play. Typical block play includes building structures and towers. <input type="checkbox"/> Labels are used to aid in organization and to support clean-up efforts. The area should be labeled appropriately. Labels can include photos, pictures from magazines, or tracings. Children should be taught how to use the labels to aid in clean-up efforts. It must be evident that children have been taught the skills of sorting and stacking and that the children are using the labels to sort, stack and clean-up blocks. <input type="checkbox"/> Real/found materials are included in the learning area. There should be a minimum of two types of real and found materials in the block area. Real and found materials that can be added to the block center include cardboard boxes, cardboard tubes, PVC pipes and fittings, paper/plastic cups, or construction cones. 	<p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
Exceeds <ul style="list-style-type: none"> <input type="checkbox"/> In addition to unit and hollow blocks, other types of blocks are accessible for use. Additional blocks can include foam, plastic, cardboard, or teacher-made blocks. There should be enough blocks (at least 15-20) to be considered a set. Blocks are not interlocking. Items that interlock such as Legos or Lincoln Logs cannot be counted to meet this indicator. Interlocking materials can be included in the block area but are considered in fine motor development. <input type="checkbox"/> Block props and accessories are rotated to maintain children's interest. <input type="checkbox"/> Reading and writing materials are included in the area. 	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

B8. Science materials are provided for children to explore, manipulate, investigate and discover.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> An adequate supply of basic materials for science exploration is accessible. To meet this indicator the following basic materials must be accessible: magnets <u>and</u> items to use with magnets, color paddles, and magnifiers <u>and</u> items to use with magnifiers. There should be an adequate number of each of the basic materials for multiple children to use. <input type="checkbox"/> A sensory table/tub is supplied, open and accessible to the children. The sensory table/tub must be prepared daily and be clearly visible and open prior to center time. The sensory table/tub must be supplied with ample sensory materials along with materials for children to dig with, containers to fill and dump, pouring materials, and other items such as tweezers or tongs. If the sensory table is used for cutting materials, other sensory materials should be accessible. <input type="checkbox"/> Science materials are organized and uncluttered. 	<p>Action(s):</p> <p>Materials needed:</p>
Meets <ul style="list-style-type: none"> <input type="checkbox"/> Collections of natural items are accessible. Each classroom should have more than one collection of natural items and these collections should vary throughout the year. Collections can include items such as seashells, rocks, feathers, tree bark, fossils, acorns, or a variety of leaves. <input type="checkbox"/> Nature/science games and/or toys are accessible. The science area should include more than one nature/science game and/or toy. These items might include: animal or nature bingo/lotto, science themed puzzles, prisms, sound discrimination games, kaleidoscopes, binoculars, or teacher-made matching games. <input type="checkbox"/> Something living for children to care for and observe is included in the classroom. To meet this indicator children should be involved in the daily care of the plant and/or animal to learn that all things need care, food, and water to live. A living plant and/or animal should be included in the classroom learning environment. <input type="checkbox"/> Reading and writing materials are included with the science materials. <input type="checkbox"/> Materials in the sensory table/tub are changed frequently to provide a variety of textures and experiences. Materials in the sensory table/tub should be changed frequently to provide a variety of textures and experiences. These materials include sand, water (with or without bubbles), rice, birdseed, corn, dirt, "glurch" made from liquid starch and glue, or confetti. Consider adding dry spices or liquid scents to the sensory materials. If the sensory table is used for cutting materials, other sensory materials should be accessible. 	<p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
Exceeds <ul style="list-style-type: none"> <input type="checkbox"/> Various resources are used to add information and extend children's learning experiences. These resources can include science books that expand on a concept, posters depicting science concepts (life cycle of a frog, seed cycle), pictures from science activities/experiments, pictures of nature or other science-related topics, charts from field trips with a science topic (farm, pumpkin patch), guest speakers who share information related to science (farmer, bee keeper), or other science related activities (growing plants from seeds). <input type="checkbox"/> Informational books that focus on scientific concepts are included in instructional activities. <input type="checkbox"/> Science materials are rotated to maintain children's interest. 	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

B9. Music and movement materials are provided for children's use.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Teachers provide daily opportunities for the children to participate in music <u>with</u> movement (gross motor) activities. Activities should include music with gross (large) motor movement (Hokey Pokey, dancing with scarves, jumping to the beat of music). These activities should be documented in lesson plans. Singing songs that do not include gross motor movement with music will not meet this indicator. <input type="checkbox"/> Musical instruments are available for all of the children. <input type="checkbox"/> There is a cassette player, record player or compact disc player in the classroom. <input type="checkbox"/> Cassettes, records or compact discs are available. 	<p>Action(s):</p> <p>Materials needed:</p>
Meets <ul style="list-style-type: none"> <input type="checkbox"/> Various types of music are available. To meet this indicator at least 4 different types of music must be available. A collection of music might include types such as classical, children's, jazz, Celtic, nature sounds, multicultural, dance, or foreign language. <input type="checkbox"/> Music is played at various times of the day. Music can be played throughout the daily routine. Background music should be played low because children are easily distracted, especially if the music is played during center or small group instruction. Teachers might consider playing music during arrival, transitions, large group/circle times, departure, or rest. <input type="checkbox"/> Teachers provide multiple opportunities for children to participate in music <u>with</u> movement activities daily. Evidence of more than one activity involving music with gross/large motor movement must be documented in lesson plans. <input type="checkbox"/> Various musical instruments are accessible. <input type="checkbox"/> Volume of background music is kept low. <input type="checkbox"/> Instruments reflect various cultures. To meet this indicator there should be enough of these instruments available to use with a small group of children. Instruments reflecting various cultures can include Native American or African drums, rain sticks, castanets, bongo drums, or authentic maracas. Small group has been defined as 2 to 8 children. <input type="checkbox"/> Music props are available. To meet this indicator there should be enough props available for each child participating in the activity. Props might include scarves, ribbons, streamers, individual beanbags, parachutes, hats, or puppets. 	<p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
Exceeds <ul style="list-style-type: none"> <input type="checkbox"/> Materials are available for children to make their own instruments. Materials can include cups, rice, beans, empty water or soda bottles, tape, shoe boxes, rubber bands, or empty food containers. <input type="checkbox"/> Activities using props for music <u>with</u> movement are incorporated into lessons. To meet this indicator, activities and props should be documented in lesson plans. <input type="checkbox"/> Activities are planned to familiarize children with music of various cultures. Special visitors or field trips focused around this topic can also be used to meet this indicator. Activities can include exploring photos, documents, posters, musical recordings or websites to familiarize children with music from various cultures. Documentation might include photos, chart stories, class-made books, dictations on children's work, printouts from websites, or activities in lesson plans. 	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

B10. Materials, equipment and activities are provided to promote physical development.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> The equipment and play area are in good repair and free of safety hazards. Hazards might include trash, broken glass, sharp edges, or large rocks. Other safety hazards can include a broken fence, bee/wasp nests, standing water, tripping hazards, or any other items that might cause harm to the children and/or adults on the playground. Staff should monitor to ensure that the equipment is anchored safely in the ground, all equipment and pieces are in good working order, S-hooks are entirely closed, bolts are not protruding, and that there are no exposed footings. <input type="checkbox"/> Adequate resilient surfacing is present. To meet this indicator an adequate amount of acceptable resilient surfacing must be present. Acceptable resilient surfaces include hardwood fiber/mulch, pea gravel, sand, and synthetic materials such as rubber mats or tiles. Resilient surfaces should not be concrete, asphalt, grass or blacktop, or be packed with dirt or rocks. Grass growing through the surfacing and exposed dirt are signs that adequate surfacing is not present. <input type="checkbox"/> The equipment is appropriately sized for four-year-old children. <input type="checkbox"/> Accommodations are made for children with special needs. 	<p>Action(s):</p> <p>Materials needed:</p> <p>Questions I need to ask/Clarifications I need:</p>
Meets	
<ul style="list-style-type: none"> <input type="checkbox"/> Mobile equipment is accessible for daily use. Mobile equipment can include balls, hoops, parachute, wagons, tricycles, scooters, plastic bats, catching games/gloves, or cones to use for obstacle courses. <input type="checkbox"/> Stationary equipment to promote gross motor skills is used daily. <input type="checkbox"/> Children have a choice of activities during outside time. There must be evidence that children have a daily choice of activities during outside time. Evidence can be included on lesson plans or in notes or matrices referring to observed activities outdoors. Activities can include group games, tricycles, sidewalk chalk, bubbles, or mobile equipment. Children should not be forced to participate in any activity. 	<p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
Exceeds	
<ul style="list-style-type: none"> <input type="checkbox"/> The outdoor environment is enhanced with learning center materials. Learning center materials (blocks, manipulatives, puzzles, science materials, paint, trucks, or dress-up clothes) are taken outdoors in addition to the required mobile equipment. <input type="checkbox"/> The outdoor environment allows for a variety of settings. These settings can include sun, shade, concrete, grass, or sand. <input type="checkbox"/> Reading and writing materials are provided in the outdoor area. 	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

B11. Health and safety issues are addressed.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> The classroom environment is free from safety hazards. Safety hazards include accessible toxic substances, dangling electrical cords, exposed electrical outlets, and broken toys or equipment. When the workbench is in use, direct supervision is provided and safety procedures are followed. When the workbench is not in use, the tools and accessories must be inaccessible to children. <input type="checkbox"/> Toilets and sinks are adequately supplied. <input type="checkbox"/> Children are adequately supervised throughout the instructional day to ensure their health and safety. Children are adequately supervised in the classroom, on the playground, on field trips, in restrooms, and in the cafeteria. Adequate supervision includes maintaining the required staffing for the instructional day services as outlined in Section 6.1 in the <i>Pre-K Program Providers' Operating Guidelines</i>. <input type="checkbox"/> When pets are present in the classroom, proper sanitation and care procedures are followed. <input type="checkbox"/> Adults and children wash hands at appropriate times. <input type="checkbox"/> Sanitary conditions are maintained when food is served. 	<p>Action(s):</p> <p>Materials needed:</p> <p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
Meets <ul style="list-style-type: none"> <input type="checkbox"/> Teachers model appropriate health and hygiene practices. Adults reinforce good health practices by eating/drinking healthy food items when with the children, and cover their mouth when they cough or sneeze. <input type="checkbox"/> Health related books, games or displays are available. <input type="checkbox"/> Children are guided toward managing health practices independently. Health practices include cleaning faces after meals/snacks, cleaning noses, washing hands when dirty, zipping/snapping/buttoning clothes, and flushing toilets. 	
Exceeds <ul style="list-style-type: none"> <input type="checkbox"/> Health related activities are incorporated into the instructional program. Health related activities might include reading books about health issues, visiting a hospital, inviting a dentist to the classroom, or having a doctor share information with the children. Other activities might include discussions about health issues (brushing teeth, eating healthy), health-related games, or health-related songs. <input type="checkbox"/> Community resources are used to reinforce health and safety concepts. Resources to reinforce health and safety concepts can include firemen, policemen, health professionals, or other community health or safety workers. To meet this indicator documentation must be present. Documentation might include chart stories, class books, dictation on children's work, or photos. 	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

C1. The daily routine is appropriate for the ages and abilities of the children.

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Additional Notes:

C2. The program enhances children's feelings of comfort, security and self-esteem through positive interactions.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Each adult is actively involved with the children throughout the day. All adults in the classroom are actively engaged with the children and materials throughout the day including outside time. Teachers should not be passive. Teachers should be acting with specific outcomes or goals in mind for the children's development and learning <input type="checkbox"/> Staff talks and listens to individual children with attention and respect throughout the day. Children feel secure and successful when teachers interact positively with them. Teachers should interact both verbally (listening, conversing with interest and respect) and nonverbally (smiling, hugging, nodding, making eye contact when appropriate, and getting down on children's eye level when appropriate). <input type="checkbox"/> Teachers respond to children's requests and questions. <input type="checkbox"/> All children are treated with respect, dignity and acceptance. To meet this indicator, warm, sensitive and nurturing interactions must be observed. 	<p>Action(s):</p> <p>Materials needed:</p>
Meets	
<ul style="list-style-type: none"> <input type="checkbox"/> Meaningful/informal conversations between staff and children occur. There should be evidence of a verbal give and take between adults and children. <input type="checkbox"/> Positive interactions occur at the children's eye level. <input type="checkbox"/> Children's interactions are positive in nature. <input type="checkbox"/> Staff participates in children's learning to turn activities into meaningful learning opportunities. The teachers <u>extend</u> the children's learning by actively engaging with the children and materials during purposeful activities and play routines. Presenting information, making comments, asking questions, identifying contradictions in children's thinking, and posing challenges are examples. 	<p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p>
Exceeds	
<ul style="list-style-type: none"> <input type="checkbox"/> Activities are planned to promote group cooperation and develop social skills. These activities might include making class books, caring for class pets, cooking activities, painting murals, or completing group projects. Activities to develop social skills could also include books or discussions to help children understand the feelings of others or activities to encourage appropriate social behavior or how to interact with a group. Teachers should model how to treat people with kindness and respect and engage children in conversation about relationships and working together. <input type="checkbox"/> Staff sits with children during meals/snacks and facilitates a positive social experience. 	<p>Target date for completion:</p> <p>Date completed:</p>
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

C3. Classroom management techniques are employed which foster self-control, responsibility, and respect for self, others and property.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Age appropriate/non-punitive classroom management techniques are used that guide and redirect children. Age appropriate/non-punitive techniques include redirection, problem solving, and conflict resolution. <input type="checkbox"/> Teachers encourage appropriate behavior. <input type="checkbox"/> The teachers' expectations for appropriate classroom behavior reflect the age and developmental level of the children. <input type="checkbox"/> The learning environment is set up to prevent conflicts and promote positive interactions. Classrooms should have two or more of popular toys or materials and learning centers that are large enough to accommodate several children and facilitate group play. <input type="checkbox"/> Corporal punishment is not used. 	<p>Action(s):</p> <p>Materials needed:</p>
Meets <ul style="list-style-type: none"> <input type="checkbox"/> Age appropriate classroom rules are developed and posted. Establish no more than 4-5 classroom rules. Rules should be written out using simple words <u>and</u> symbols/pictures and posted at the children's eye level. The rules should be concrete and include only what the children "can" do (e.g., "walk inside" rather than "don't run inside"). Refer back to the rules often, as many times this may a child's first formal learning experience. <input type="checkbox"/> Staff actively involves children in problem solving techniques. <input type="checkbox"/> Logical and natural consequences are used when possible. Logical and natural consequences help children understand the connection between their actions/behavior and consequences through their direct experiences. <input type="checkbox"/> A private guidance system is planned and implemented for individual children, as needed. <input type="checkbox"/> Staff consults outside professional resources and makes referrals, as needed. 	<p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p>
Exceeds <ul style="list-style-type: none"> <input type="checkbox"/> Teachers model and encourage children to focus on the positive behavior of others. For credit for this indicator, teachers should model that they value children's behavior through interest and encouragement rather than praise or tangible rewards. Teachers can recognize children's accomplishments by commenting specifically on what the child has done, asking questions to learn more about a child's thoughts, repeating a child's idea, imitating an action/behavior, or referring children to one another for information or assistance. Other ways to focus on the positive behavior of others might include compliment boards or friendship jars. <input type="checkbox"/> Children are involved in developing classroom rules. For credit for this indicator, evidence of children being involved in developing rules must be evident in lesson plans or in some other way. Involving children encourages them to share in responsibility for taking care of others and the classroom. <input type="checkbox"/> Children are taught strategies/techniques for developing self-control. For credit for this indicator, procedures should be in place for children to learn to take turns. Teachers should be observed modeling appropriate language for expressing needs, expressing feelings, and asking for help. Children should not be told to work problems out on their own without support, but should instead be offered specific options for resolution. 	<p>Target date for completion:</p> <p>Date completed:</p>
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

C4. The environment and instruction promote language development.

Partially Meets	Growth Plan
<p><input type="checkbox"/> Teachers provide various daily opportunities for the children to develop phonological awareness. It should be evident that teachers are planning for at least one daily phonological awareness activity, are aware of the levels of phonological awareness, and are varying activities based on the needs and levels of the children in the classroom. It should be evident in lesson plans that the planned activities are following a continuum of learning and a progression throughout the year beginning with listening and rhyming and moving to syllable segmenting and phoneme manipulation. Levels of phonological awareness are: (1) Listening, (2) Rhyming, (3) Alliteration, (4) Sentence Segmenting, (5) Syllable Blending and Segmenting, (6) Onset Rime Blending and Segmenting, and (7) Phoneme Blending, Segmenting and Manipulation.</p> <p><input type="checkbox"/> Teachers provide a planned opportunity for the children to participate in reading and discussing children's literature daily. It must be evident in lesson plans that teachers are planning for this opportunity daily. Lesson plans should include the names of the stories and/or pieces of literature. Child choice of reading material will not meet this indicator.</p> <p><input type="checkbox"/> Language development is encouraged through interactions with adults and peers. For credit for this indicator, teachers should be purposeful in involving children in conversations, discussions, and interpretations. Teachers should listen and extend conversations into more descriptive, grammatically mature statements when appropriate. Teachers should use rare and new vocabulary, discuss cognitively challenging content, and listen to and respond to what children have to say.</p> <p><input type="checkbox"/> A plan has been developed to meet the needs of non-English speaking students. Evidence includes items found in the environment (labeling materials, daily schedule) in both English and the child's native language, and accessible materials (empty food containers, menus, or books) in the child's native language. Children should be encouraged to speak English when ready.</p>	<p>Action(s):</p> <p>Materials needed:</p> <p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>

C4. The environment and instruction promote language development. (Continued)

<p>Meets</p> <ul style="list-style-type: none"> ❑ The environment is language and literacy focused and print rich. Materials should be placed in various learning areas to promote the development of language/literacy skills. These can include chart stories, class made books, graphing activities, portable writing centers, vocabulary cards, class charts with words and symbols, or environmental print. ❑ Adults ask engaging and open-ended questions and provide time for children to reflect and respond. Open-ended questions encourage thinking and reasoning, and encourage children to express their thoughts. There is no right or wrong answer. Teachers should pose questions to get insight into what children are thinking and to stimulate their thought processes. ❑ Teachers provide multiple opportunities for the children to participate in reading and discussing children's literature daily. There should be evidence in lesson plans that teachers have planned more than one purposeful reading opportunity for children. Lesson plans should include the names of the stories and/or pieces of literature teachers plan to read. Child choice of reading materials will not meet this indicator. <i>See PM column for rationale.</i> ❑ Teachers involve children in informal reading experiences. Informal reading experiences might include one-to-one or small group readings done by teaching staff or classroom volunteers. These experiences are not part of planned activities. Teachers can offer informal reading experiences during arrival and departure, center time, outside time, or between planned activities. These informal reading experience opportunities should be reflected on the schedule and/or lesson plans. It is suggested that impromptu opportunities also be taken advantage of. No documentation is needed for impromptu informal reading experiences. ❑ Teachers read to children in planned small groups at least weekly. At least once a week it is evident that there is at least one lesson planned with a smaller group of children involving reading a piece of literature and some type of activity. The activity and the piece of literature must be documented in the lesson plan. ❑ The environment includes children's dictation. Teachers record what children say on/in individual artwork, journals, chart stories, or class-made books. 	<p>Action(s):</p> <p>Materials needed:</p> <p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
<p>Exceeds</p> <ul style="list-style-type: none"> ❑ The connection between spoken communication and written language is demonstrated in multiple ways. To meet this indicator, evidence of at least 3 connections must be present inside the classroom. Ways to connect spoken and written language include language experience charts, recording the children's dictation, class-made books and stories, quotes in class newsletters, messages to and from children, or writing the Daily News. ❑ Displayed print is used as an opportunity for teaching skills and concepts. It is important for children to begin to engage with printed materials (examples might include alphabet display, chart stories and/or language charts, or environmental print) and the items that are represented in print such as stories and information. ❑ Children are exposed to other languages and/or other forms of communication. ❑ Large group literacy activities such as shared reading using big books, flannel board stories, or acting-out familiar stories are implemented at least weekly. 	
<p>Self Study Score: Not Met, Partially Meets, Meets, Exceeds</p>	<p>Desired Score: Partially Meets, Meets, Exceeds</p>

Additional Notes:

C5. The program is planned and implemented to address sequentially all phases of learning.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Current lesson plans are complete, on site and are implemented. Lesson plans must be current, on site, and complete for the entire week. Teachers should be planning ahead of time using what they know about the interests and needs of the children, and incorporate connections with the topic of study. Daily planning or incomplete lesson plans will not be given credit for this indicator. Lesson plans for the current school year must be kept on site for review. Credit will not be given if lesson plans for the week are not complete or previously completed lesson plans are not on site for review. <input type="checkbox"/> Religious instruction, activities, and materials are not used during the instructional day. <input type="checkbox"/> Lesson plans reflect appropriate instructional practices and activities. The teacher has concrete plans to introduce subject matter and sequence children's learning. Instruction guides the class toward meeting defined standards but teachers remain open to pursuing related topics that arise and capture children's interests. <u>Instruction does not include worksheets/dittos, letter of the week, rote memorization/drills, or introduction of skills above the developmental/age appropriate level of the children enrolled.</u> 	<p>Action(s):</p> <p>Materials needed:</p>
Meets <ul style="list-style-type: none"> <input type="checkbox"/> Instruction is based on content standards in each of the following domains: language/literacy, math, science, social studies, creativity, physical development and social/emotional concepts. There must be evidence in lesson plans that teachers are using and documenting the Georgia's Pre-K Content Standards to plan their instructional activities. Content Standards should be linked with each instructional activity included in the lesson plans. Lesson plan formats that include pre-printed Content Standards for every instructional activity will not meet this indicator. Teachers should know the subject matter covered in their program curriculum and Georgia's Pre-K Content Standards. Over a period of one week, lesson plans should include activities to address skills in each of the seven domains covered in the Content Standards. <input type="checkbox"/> Instruction is modified to meet varying readiness levels, learning preferences, and interests of students. It must be evident in lesson plans that activities have been planned that are open-ended, hands-on, and active. Teachers should be aware of young children's learning styles, abilities and skill levels, gender specific learning styles and preferences, multiple intelligences in regard to four-year-old children. <input type="checkbox"/> Instructional activities are planned to build upon children's participation in field trips or other special experiences. It must be evident in lesson plans that there are pre- and post-activities relating to the field trips, special visitors, or other special experiences. Changes to the learning environment should also be made and documented as follow-up to the field trips, special visitors, or other special experiences (adding pizza making materials, aprons, cash register and menus to dramatic play after visiting a pizza parlor). Special visitors might include community workers or parents discussing hobbies or careers. Other special experiences might include participating in drama or musical performances. <u>It is required for special experiences, special visitors and/or field trips to take place throughout the school year. If field trips can't be taken, then special visitors and other special experiences should take place.</u> <input type="checkbox"/> Activities for small group instruction are developmentally appropriate and purposeful. Small groups have been defined to include 2 to 8 children. Small groups should be formed and will change frequently based on the developmental needs and skills of children. The needs and developmental levels of children should be assessed using the data collected while implementing the Georgia's Pre-K Child Assessment Program. The Georgia's Pre-K Content Standards should be used in planning small group instruction. The length of time for small group instruction will vary with the age, interests, and attention span of the children. Independent small group activities should be purposeful and based on what the teacher knows about the children in the classroom. Small group instruction should not include patterned projects. 	<p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>

Exceeds	
<ul style="list-style-type: none"> ❑ Assessment data is used for planning instruction. Preliminary ratings on the WSS checklist, observational notes, and portfolio artifacts are used to plan instruction. To meet this indicator, preliminary ratings on the WSS Checklist must be completed every 4 to 5 weeks and filing of artifacts and notes must be current (within a week). There will also be evidence that the groupings of children have changed and notes about individual children in lesson plans. Specific skills and/or activities for specific children or smaller groups of children are noted throughout the lesson plans to meet children's needs. Teachers should individualize activities based on what they know or need to know about specific children or specific groups of children. Notes about individualization should be documented in the lesson plans to be give credit for this indicator. ❑ Children have opportunities to extend learning activities/projects over a period of time. For credit for this indicator, these activities should be noted on the PQA Self-Study and/or in lesson plans. Projects that are completed over a period of time include book making, completing projects (quilt, food pyramid, or scrapbook), science experiences, or building structures over several days. ❑ Interests of the children are incorporated into the instructional program. There must be evidence that teachers have planned instructional activities based on the children's interests or initiative. This information must be included throughout lesson plans to be given credit for this indicator. 	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

C6. DEFINITIONS:

Appropriate Assessment Practices: Assessment should occur throughout the day in the natural classroom setting.

Assessment Tool: The assessment tools are the Work Sampling System (WSS) Developmental Checklist, the Georgia's Pre-K Child Assessment Spreadsheet developed by Georgia State University, and the Pre-K Progress Report. No other assessment tools (normed, curriculum, or locally developed) are allowed to be used. Any requests to use something other than or in addition to the WSS Developmental Checklist and Pre-K Progress Report must be sent to and approved by Bright from the Start. All requests must be received in writing and the Pre-K Program Assistant Commissioner must grant written approval. Neither the Georgia's Pre-K Progress Report nor the WSS Developmental Checklist can be altered in any way.

Georgia's Pre-K Assessment Spreadsheet: This spreadsheet was developed by Georgia State University and is available on the Bright from the Start website. The spreadsheet can be used in lieu of the WSS Developmental Checklist with one exception. Final ratings at the end of Fall semester and Spring Semester must be transferred in ink to the WSS Developmental Checklist for each child and a copy of the Georgia's Pre-K Assessment Spreadsheet will be kept in the Teacher File. NOTE: If you choose to use the Georgia's Pre-K Assessment Spreadsheet electronically, you must print a copy of the entire spreadsheet at the end of each four to five week preliminary rating period. A score of NM will be given for C6 if copies aren't kept on site and printed as specified.

Portfolios: Portfolios consist of hanging folders for each child that are stored in a bin or file drawer. Each hanging file must include eight file folders, labeled as follows: (1) Checklist/Progress Report, (2) Personal/Social, (3) Language/Literacy, (4) Mathematical Thinking, (5) Scientific Thinking, (6) Social Studies, (7) The Arts, and (8) Physical/Health Development. The portfolio is used to store observational notes, work samples, and photographs. In addition to the 20 hanging file folders (or one for each child), there should be a hanging folder labeled Teacher File that contains all WSS manuals and matrices. All domains should contain a balance of documentation. Heavy reliance on one type of documentation should be avoided. Each portfolio should also contain a balance of child initiated and teacher initiated activities. The uniqueness and individuality of each child should be reflected in the child's portfolio. Most observational notes, work samples, matrices and photographs will be marked with several domains; teachers determine where best to file documentation. Documentation collected during the fall reporting period should be removed from the child's portfolio, kept separated by domain and kept on site until the end of the school year. The Pre-K Consultant will ask to see the documentation from the fall rating period if the rating period has already passed. All observational notes, work samples and photographs can be sent home with families after the end of the year or during spring conferences with families. NOTE: **Sending home portfolio contents prior to you final Pre-K Consultant visit will result in a score of Not Met.**

Observations: Notes must be labeled with the child's name, date and WSS domain(s). All observational notes are filed by domain in the child's portfolio. Observations must record factual information about the child's performance (what you see or hear) in relation to WSS Performance Indicators. Observations should reflect actual student performance in relation to specific skills, knowledge, and behaviors.

Matrices: Matrices are charts created by teachers to collect information on easily observable, predictable skills or behaviors. The matrices should include the child's name, date(s), and WSS domain along with predictable skills or behaviors. Matrices should be filed in the 'Teacher File' of the portfolio.

Photographs: Photos should include child's name, date, and be coded by domains represented. Photos should be filed by domain in child's portfolio and should focus on child's performance in relation to WSS Performance Indicators. Photos may be black & white and can be printed as small as 3" X 5".

Domain: Domains are specific areas of learning including language and literacy, personal/social, mathematical thinking, scientific thinking, social studies, the arts, physical/health development.

WSS Developmental Checklist: The checklist rates all 55 performance indicators. A rating should be given to all children twice a year on all 55 performance indicators. Please use the Fall and Spring columns only. Preliminary ratings should be made in pencil every four to five weeks. The preliminary ratings should be used to focus observations and adjust instruction. Final ratings should be marked in ink at the end of the fall and spring reporting periods prior to completing the Georgia's Pre-K Progress Report. A copy of the WSS Developmental Checklist must be kept on site for three years. The WSS Developmental Checklist is mailed in July of each school year to each Pre-K site.

Georgia Pre-K Progress Report: The Georgia's Pre-K Progress Report must be completed for each child in Georgia's Pre-K Program and shared with families during a family conference at the end of the Fall and Spring reporting periods. Any family who cannot attend a family conference must have the Pre-K Progress report mailed to them and should be followed up with a telephone conference. A copy of the Georgia's Pre-K Progress Report should be sent with families to the Kindergarten teacher. A copy should also be maintained on site for three years. The Progress Reports are mailed in July of each school year to each Pre-K site.

Family Conferences: Family Conferences must be held twice a year toward the end of fall and spring reporting periods (December and May, adjustments should be made for year round schools) in relation to the Georgia's Pre-K Assessment. The Pre-K Progress Report should be shared with families during the conferences along with selected artifacts from each child's portfolio. Additional family conferences throughout the year as well as continuous communication with parents is recommended. Systems that have predetermined conference days will have to adjust their schedules to meet the reporting periods required by Georgia's Pre-K Program.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> ❑ The program uses the Georgia's Pre-K Child Assessment tools appropriately. There must be evidence that preliminary ratings on the WSS Developmental Checklist and/or the Georgia's Pre-K Assessment Spreadsheet are being completed every 4 to 5 weeks, portfolios are organized according to guidelines, and Georgia's Pre-K Progress Reports are being completed correctly and in the proper time frames. ❑ The Work Sampling System (WSS) Developmental Checklist and Georgia's Pre-K Progress Report are supported by observational notes and portfolio artifacts. There should be a balance of work samples, observational notes (including matrices) and photographs throughout the portfolios to support the Work Sampling System Checklist ratings and the Georgia's Pre-K Progress Report ❑ The assessment tool and supporting documentation are maintained on-site for each child. ❑ Documented family conferences are offered at least twice during the school year. 	<p>Action(s):</p> <p>Materials needed:</p>
Meets <ul style="list-style-type: none"> ❑ Observations are ongoing throughout the year for each child in all domains. Children should have multiple opportunities to demonstrate what they know, understand, and can do. Enough documentation is needed to give a clear picture of the child's performance. All observations must be labeled with the child's name, date, and WSS Domain(s) (LL=Language and Literacy). Observations must state facts (what you see and hear) about the child's performance. Observational notes may include quotes from children. ❑ Information noted in observational notes and portfolio artifacts documents children's growth and development in all domains. ❑ Observational notes and portfolio artifacts are systematically organized and filed by children's names and domain. Please refer to the definition of portfolios above for clarification of how to organize portfolios. Portfolios should include current documentation of performance. Notes and portfolio artifacts should be filed on a weekly basis. ❑ Portfolios include a variety of media. A variety of media must be currently filed in children's portfolios to meet this indicator. To assess children's growth and development, portfolios can include photographs, tapes (audio/video), creative work using a variety of media, writing samples, cutting samples, photographs of 3-D creations, science logs, manipulative work samples, matrices, or tallies. 	<p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
Exceeds <ul style="list-style-type: none"> ❑ Assessment includes information from multiple sources such as parents and additional resource personnel. Additional resource personnel might include Special Education department staff, private therapists, other on-site staff (extended day, director, Pre-K Resource Coordinator), or physicians. The information obtained from multiple sources should be filed in the Teacher File of the Georgia's Pre-K Child Assessment Portfolio. ❑ Teachers provide parents with individualized information on children's progress throughout the year. Some examples of items to share might include a note sent home, personalized e-mail, weekly progress report, or notes of verbal conferences or telephone calls. Throughout the year means that the information sharing occurs at times other than the two required Parent-Teacher conferences. Evidence of these contacts should be in the Teacher File of the Georgia's Pre-K Child Assessment Portfolio. 	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Section D: Family Involvement and Transition

D1. Various activities are planned to involve families in the educational program.

Partially Meets	Growth Plan
<input type="checkbox"/> A documented Pre-K parent orientation has been provided within twenty days of commencement of services. Each family must receive an orientation to the Pre-K program. Those families who can't attend the scheduled orientation(s) should be contacted to schedule individual orientations. Documentation must be kept on-site for review. Documentation might include an agenda, minutes from the meeting, a sign-in sheet, etc. <input type="checkbox"/> Family Handbooks and other documentation such as a school calendar and/or schedule of fees are distributed to families. <input type="checkbox"/> The Governor's books for the children are distributed to families.	Action(s): Materials needed:
Meets <input type="checkbox"/> Opportunities are provided for families to participate in the children's educational experience. Documentation of these activities must be kept on site for review. Documentation might include flyers, sign-in sheets, photos, etc. These activities could include field trips, parents as guest readers in the classrooms, workshops where families and children work together, CAP (Child and Parent) Time (sometimes called PACT) activities, etc. These opportunities should be offered to families throughout the school year. <input type="checkbox"/> Families are notified of classroom activities through regular written communication such as newsletters or Daily News activities. It is important to communicate what children are learning. Copies of written communication should be kept on-site for consultant review. A minimum of one written communication to parents should be provided monthly and should highlight individual class activities and successes (i.e. pictures of a class project, field trip or special visitor, names of children who lost a tooth, something that happened during a class experiment, highlights of a science project or cooking activity, something funny a child said or did, something about the class pet, or upcoming activities).	Questions I need to ask/Clarifications I need: Person responsible: Target date for completion:
Exceeds <input type="checkbox"/> Family literacy packs are used to enhance literacy opportunities. Literacy packs must include at least one children's book, something to write with and on, and at least one hands-on activity that extends the learning and discussion of the book. It is expected that if materials are needed for the activity, the materials to implement the activities are also included. Many literacy packs contain several books on one topic and several possible activities to implement. Simple instructions as to how to use the pack should be included. Parents should be made aware of the literacy packs and it must be evident that literacy packs are being used by families throughout the school year. <input type="checkbox"/> A lending library has been established with a variety of learning materials for families. The lending library can include children's books, books, magazines, or videos for adults on parenting, child development, child discipline, home repair, resume writing, interview skills, etc. Parents should be made aware of the lending library, and it must be evident that families are using the materials in the lending library throughout the school year (i.e., sign out sheets).	Date completed:
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes:

D2. Various kindergarten readiness activities are planned to ease the transition to kindergarten for children and their families.

Partially Meets	Growth Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Families are assisted in obtaining the required kindergarten documentation. Documentation should include birth certificates, current immunization forms (Form 3231), Eye, Ear, and Dental forms (Form 3300), or other local school system requirements. Providers should be prepared to share how families are assisted in obtaining required kindergarten documentation. <input type="checkbox"/> A plan has been developed for an orientation and distribution of the “Ready for School” Kits. A plan will need to be developed to show how your program will share the kits with their families. The provider is expected to share the components of the “Ready for School” kits as well as how to use the components at home with children over the summer months. These kits can be shared and distributed through individual contacts or through group meetings with parents. A written plan for orientation and distribution should be kept on site for consultant review. Providers should be prepared to discuss the implementation of the plan. 	<p>Action(s):</p> <p>Materials needed:</p>
Meets <ul style="list-style-type: none"> <input type="checkbox"/> An effort is made for children to meet kindergarten staff. To meet this indicator, a written plan should be kept on site for consultant review. Providers should be prepared to discuss implementation of the plan. Kindergarten staff can be met while visiting a local school, by inviting a kindergarten teacher to come to the classroom and talk with the children, etc. <input type="checkbox"/> Transition procedures are discussed with parents during a meeting or through individual contacts. To meet this indicator, a written plan should be kept on site for consultant review. Providers should be prepared to discuss the implementation of the plan. Discussions can occur through individual parent conferences or through group meetings. <input type="checkbox"/> Classroom activities are planned to familiarize the children with kindergarten routines. Classroom activities for familiarizing children with kindergarten routines can include carrying cafeteria trays, opening milk cartons and straw wrappers, shoe tying, taking responsibility for classroom activities, learning self-help routines and should be done throughout the school year. Teachers and directors need to be prepared to share how the program meets this indicator and specific activities used in the classroom throughout the school year. 	<p>Questions I need to ask/Clarifications I need:</p> <p>Person responsible:</p> <p>Target date for completion:</p> <p>Date completed:</p>
Exceeds <ul style="list-style-type: none"> <input type="checkbox"/> Opportunities are provided for Pre-K children to participate in kindergarten functions such as kindergarten field trips, school fairs/carnivals, picnics, or special assemblies. To meet this indicator, supporting documentation should be kept on-site for consultant review. Documentation should show how Pre-K children participated in an event <u>with</u> Kindergarten children. <input type="checkbox"/> Plans are made to contact former students during the beginning of their kindergarten year. To meet this indicator providers must be prepared to share plans on how Pre-K children were or will be contacted during the beginning of their kindergarten year. Contact with parents does not meet this indicator. Contact must be made with former Pre-K children. Examples might include visits to local elementary schools to Kindergarten classes, post cards mailed to former Pre-K children at the beginning of their Kindergarten school year, etc. 	
Self Study Score: Not Met, Partially Meets, Meets, Exceeds	Desired Score: Partially Meets, Meets, Exceeds

Additional Notes: